**Grades 6-12 ELA Lesson Plan**

**Teacher:** \_\_Sanchez\_\_\_\_\_\_\_\_\_\_ **Grade/Course:** \_8\_ELA\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Unit Title: Unit 1 –** Vantage Points: Multiple Perspectives | | **Corresponding Unit Task:** 2 |
| **Unit EQ(s):** | How do authors use ideas and character types from older, familiar texts to write modern stories? | |
| **Essential Vocabulary** | **Protagonist –** the main character in a story, novel, or play  **Antagonist –** another character, force of nature, society, or an internal force that works against the protagonist  **Conflict –** a struggle between opposing forces  **External Conflict –** a conflict that is beyond the control of the protagonist  **Internal Conflict –** a conflict that exists within the protagonist (e.g. conflicting emotions)  **Characterization –** a tool authors use to create and develop characters  **Evidence -** facts, statistics, anecdotes and examples that support the claim of an argument  **Textual Evidence -**  a direct quotation or a paraphrase from the work under study which helps prove the validity of a claim  **Archetype –** a recurring element that is identifiable in a wide variety of works of literature  **Hero -**  an archetype that faces obstacles and triumphs; is frequently courageous, strong, and determined  **Villain –** an archetype that attempts to defeat the hero; is frequently treacherous, cruel, and unfeeling | |
| **Materials/Resources** | Super hero montage - <http://www.youtube.com/watch?v=21oe5HtJCI4>  Copy of “My Hero” lyrics for each student  Large pieces of butcher/bulletin board paper  Markers  Copies of “Archetypes” chart for hero and villain – should be run front and back on one piece of paper. | |
| **Activating Strategy/ Bell Ringer** | Each student has a copy of “My Hero” by the Foo Fighters. As students watch the Super hero montage, they should write or doodle “notes” about heroes and villains in the margin of the song. | |
| **Balanced Literacy Components Addressed:**   * Reading * Writing * Word Study * Speaking & Listening   **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Common Core State Standards:**  **RL.8.9** Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.  **L.8.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **RL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  **I Can Statements:**  **I can identify common characteristics of heroes and villains.**  **I can connect literary archetypes to real life and modern examples.**  **I can analyze how traditional character types are rendered new in modern literature.**  **Instructional Plan:**   1. Students will be given several minutes to reflect on personal notes (intrapersonal and logical) and make any additional connections. Portions of the montage may be reshown upon student request. 2. The teacher then asks students to reflect on “real life” heroes and modern heroes. Students should add any connections/notes/symbols/etc. 3. Students will work in small groups (interpersonal) to discuss ideas about heroes and villains expressed in the montage, the song “My Hero” that was used in the montage, and the connection to real life heroes. Depending on the student’s strength, notes/ideas may be in the form of circled words in the song (linguistic or musical), hypothesis (logical-mathematical), pictures/doodles (spatial), or classification of superheroes by powers (naturalist). As the teacher facilitates, the strengths should be pointed out and encouraged. 4. The group will then be given a large piece of butcher/bulletin board paper and assigned either “hero” or “villain.” The group will have one member lay down on the paper and the other students will trace his/her outline (bodily-kinesthetic). The students will then use the ideas created in step one to create a hero or villain, depending on which was assigned. The creation may include words, lyrics, images, motions, etc. 5. One student from the group will hang the paper on the wall and serve as a “curator” for a museum walk (linguistic). The other group members will walk around the room, explore the other charts, and ask questions of the curator to understand other group’s ideas (bodily-kinesthetic, interpersonal, spatial) 6. The teacher will lead the students through a discussion of what has been discovered. An emphasis should be placed on connections (logical) and how character types – hero and villain – show up in many different pieces of literature throughout time. The students should come to a consensus about traits typically assigned to each archetype through multiple texts and times. | |
| **Closing/Summarizing Strategy** | Students will work with a partner to complete the “Archetypes” chart. The synonyms section is used to have students find challenging vocabulary. Thesauruses or character trait sheet may be used. The teacher must monitor the room to ensure correct transfer of academic specific vocabulary. | |

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| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
| Students may identify and explore heroes and villains in other pieces of literary work. | Provide a list of vocabulary words on the board/word wall prior to the lesson. Allow students to have partially completed notes to complete during the activity.  Utilize a co-teacher to work exclusively with one or two groups for maximum support. | Partner students with another student fluent in the same native language.  Allow/encourage students to include character traits of heroes from other countries/cultures.  Provide students with a copy of “My Hero” that has some highlighting/notes already marked. |
| **Assessment(s)** | Assessment at the end of task will include student understanding of common archetypes and how authors pull on traditional ideas in a new way. Textual evidence and academic vocabulary must always be used. | | |
| **Reflection** |  | | |